
Adventure Skills Ngā Pūkenga Mātātoa



Paddling Te Hoe Waka

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PADDLING

Te Hoe Waka

HOW TO USE THE COMPETENCY STATEMENTS AND SUPPORTING INFORMATION

Me Pēhea te Whakamahi i ngā Tauākī Matatau me ngā Mōhiotanga Tautoko

These competency statements and supporting information are designed to help you navigate exactly what you need to know to achieve any level of this skill. How you go about learning this is entirely up to you! You could find further resources externally (such as on Maritime New Zealand), or you might want to ask someone with expertise to come along and teach you.

At Level 5 this Adventure Skill splits into two areas; White Water and Sea Kayaking. At this point you can choose to specialise in one or both of these areas. To complete a level of a split Adventure Skill, you need to complete the first set of competencies that is needed for both, as well as all the competencies needed for your chosen speciality.

Remember to Plan, Do, and Review all activities you undertake while completing your Adventure Skills!

ASSESSMENT

Te Aromatawai

Assessment of competencies can be done by a number of people:

- A youth member who has achieved the skill at least two more Levels above you
- An adult who has relevant skills or qualifications in the area.

Most Kaiārahi should be able to assess the earlier levels of most skills, however at some of the higher levels you may need to talk to an outside assessor with a formal qualification.

KAITIAKITANGA

Kaitiakitanga is the understanding that we are a part of the natural world, not separate from it, and it is our responsibility to act as guardians of our environment.

As Scouts, it is important that we always act as conscientious kaitiaki of our land, air, and water. All activities that we undertake should always consider their environmental impact, and adhere to the principles of [Leave No Trace](#).



RISK MANAGEMENT AND HEALTH AND SAFETY

Te Whakahaere Mōrea, te Hauora me te Haumaru

When participating in adventurous activities it is vital that all appropriate safety measures are taken into account.

Before completing an adventurous activity you must ensure:

- The appropriate risk assessments have been completed, submitted, and approved in Mahi Tahī
- The activity is within the capacity of all participants (physical, mental, social, skills, etc.)
- All participants are aware of and have been age appropriately involved in the development of any safety measures
- The person in charge is appropriately competent and current in the material they will be teaching or leading
- All gear and safety equipment is serviceable and fit for purpose.

All Scouts wishing to complete their Paddling Adventure Skill must do so under supervision of a qualified lifeguard, charge certificate holder, kayak leader's certificate holder, or other suitable adult. For full guidelines on this, please refer to the Scouts Aotearoa Water Activity Rules.

ACCESSIBILITY

Urutanga

All Scouts are different and have different needs and abilities, which is why this skill is designed to be as accessible as possible to all members of Scouting. If you are worried that a skill is outside of your abilities, whether that be physical, mental, or financial, talk to your assessor about how you might be able to adapt it to suit your needs.

CROSS-CREDITING BETWEEN ADVENTURE SKILLS

Te Whakawhitinga Whiwhinga i Waenga i ngā Pūkenga Mātātoa

Several of the Adventure Skills competencies are important for more than one skill. When working towards competency in one skill, it is worth checking if you are also gaining competency in another skill. To help with this, competencies that are the same or similar across multiple skills are marked with the corresponding skills and competency statements.



Competency Statements

Tauākī Matatau

PADDLING

Te Hoe Waka



Level 1

- 1.1 I can behave safely in my paddling craft
- 1.2 I can signal for help in the water
- 1.3 I can keep myself safe in the sun
- 1.4 I know what clothes and shoes to wear for a paddling activity
- 1.5 I know when to use a PFD (Personal Flotation Device) and can put one on with assistance
- 1.6 I can safely enter chest-deep water while wearing my PFD
- 1.7 I can demonstrate the correct way to hold my paddle
- 1.8 I can identify a number of different types of paddling craft
- 1.9 I have taken part in a paddling activity afloat



Level 2

- 2.1 I can recognise things that might make it unsafe to paddle
- 2.2 I can put on my PFD and know how it should fit
- 2.3 I know what to do if I fall out of my paddling craft
- 2.4 I can demonstrate a forwards stroke, backwards stroke and sweep stroke
- 2.5 I can paddle 25m from point to point
- 2.6 I can be a responsible member of my team while paddling
- 2.7 I have attended at least 2 paddling adventures

**Level 3**

- 3.1 I can be responsible for myself and aware of my surroundings while paddling
- 3.2 I know the main principles of the [Water Safety Code](#)
- 3.3 I can find an appropriate PFD that is the right size and fit for me
- 3.4 I know the main principles of [Leave No Trace](#)
- 3.5 I know what to wear when on the water
- 3.6 I can demonstrate a backwards sweep stroke and stern rudder
- 3.7 I can demonstrate how to raft-up my craft with others
- 3.8 I know how and when to get a forecast
- 3.9 I can tell if someone is in trouble in the water and know how to call for help
- 3.10 I can help others learn about paddling

**Level 4**

- 4.1 I know about the risks of hypothermia and how to prevent it while paddling
- 4.2 I know about the risks of heat exhaustion and how to prevent it while paddling
- 4.3 I know what safety equipment I should bring on a paddling adventure
- 4.4 I can explain the principles of “Check, Clean, Dry” for activities in different bodies of water
- 4.5 I know what equipment is required for different paddling activities
- 4.6 I can explain the differences between different types of paddling craft
- 4.7 I can explain some of the important things to consider when planning food for a paddling adventure

- 4.8 I can swim 20 metres in a life jacket
- 4.9 I can move my craft sideways using draw strokes
- 4.10 I can safely exit, recover, and re-enter my craft after a capsize
- 4.11 I can use brace/support strokes to right my craft after it has passed the point of capsize
- 4.12 I can explain how weather conditions can affect the equipment I should take paddling with me
- 4.13 I have participated in a paddling activity on moving water (Grade 1)



Level 5

- 5.1 I understand and can apply the principles of the [Water Safety Code](#) while paddling
- 5.2 I can understand and can apply the principles of Leave No Trace while paddling
- 5.3 I know how to look after my paddling equipment
- 5.4 I know what safety equipment is needed for my typical paddling adventures
- 5.5 I can swim 20m with my craft and paddle
- 5.6 I can demonstrate a ferry glide
- 5.7 I know what a personal locator beacon is and how and when to use one
- 5.8 I know the potential dangers of weather on a paddling adventure and how to plan accordingly
- 5.9 I can help plan transport for a paddling adventure

White Water *Ngā Tāheke*

- 5.10 I can demonstrate an eddy turn
- 5.11 I know basic paddle signals
- 5.12 I can access and understand the river flow information for my local paddling rivers
- 5.13 I have completed a Grade 2 river

Sea Kayaking *Te Hoe Kōreti i te Moana*

- 5.14 I can pack my craft for an overnight trip
- 5.15 I have completed an overnight paddling adventure



Level 6

- 6.1 I know how and when to complete the appropriate safety assessments for paddling adventures, and who I need to share them with
- 6.2 I can recognise and treat hypothermia and heat exhaustion
- 6.3 I can assess risk and be aware of group safety while paddling
- 6.4 I can demonstrate the use of “Check, Clean, Dry” in my paddling activities
- 6.5 I can explain the advantages and disadvantages of different types of equipment
- 6.6 I can surf my paddling craft
- 6.7 I can roll my kayak or canoe
- 6.8 I am familiar with different forms of emergency communication relevant to my craft of choice and when to use them
- 6.9 I can recognise changing weather patterns while paddling and review my plans accordingly
- 6.10 I can do a T rescue

- 6.11 I can assist in a flat water rescue
- 6.12 I can organise transport for a paddling adventure
- 6.13 I can teach a less experienced person about paddling

White Water

Ngā Tāheke

- 6.14 I can identify and take steps to manage common river hazards
- 6.15 I can demonstrate active and passive swimming techniques and have used these to swim a Grade 2 rapid
- 6.16 I can use the features of a rapid to manoeuvre my paddling craft
- 6.17 I can demonstrate river running strategies
- 6.18 I can communicate non-verbally on the river
- 6.19 I can use a throwbag to rescue a swimmer

Sea Kayaking

Te Hoe Kōreti i te Moana

- 6.20 I can self rescue from a capsized kayak



Level 7

- 7.1 I can take responsibility for the health and safety of my group on a paddling adventure
- 7.2 I can make contingency plans for a paddling adventure, and know how and when to make the call to alter plans in unsuitable situations
- 7.3 I know what procedures to follow in the case of an accident
- 7.4 I am familiar with different ways to deal with a foot entrapment
- 7.5 I can take responsibility for the environmental impact of my paddling adventure
- 7.6 I can gain appropriate permissions for an area I am hoping to access
- 7.7 I know what to look for when buying paddling gear

- 7.8 I can lead a flat water rescue
- 7.9 I can use a towline system
- 7.10 I can set up a simple 3:1 hauling system

White water
Ngā Tāheke

- 7.11 I have assisted in a simulated rescue on a Grade 2 river

Sea Kayaking
Te Hoe Kōreti i te Moana

- 7.12 I have taken part in a self supported paddling adventure of at least two nights



Level 8

- 8.1 I am familiar with how search and rescue/coast guard operate in my paddling environment and what to do if they are required
- 8.2 I can monitor the weather, tide, and water flow levels and make appropriate adjustments to my adventure
- 8.3 I can monitor the status of my team members and know how to help a struggling team member
- 8.4 I have planned and led a flat water paddling session for a younger Section

White water
Ngā Tāheke

- 8.5 I can take a lead role in a simulated rescue on a Grade 2 rapid
- 8.6 I have completed a Grade 3 river
- 8.7 I have undertaken a overnight paddling adventure
- 8.8 I have planned and led a white water paddling adventure

Sea Kayaking
Te Hoe Kōreti i te Moana

- 8.9 I have planned and led an overnight paddling adventure

**Level 9**

- 9.1 I can constantly assess the risk of a paddling adventure and take appropriate action to ensure the safety of the party
- 9.2 I can create an emergency management plan for a paddling adventure I am undertaking
- 9.3 I can empower others to practice active kaitiakitanga while participating in paddling experiences
- 9.4 I have planned and led a rolling session for less skilled paddlers
- 9.5 I can safely plan, lead, and support a multi day paddling adventure for a group of people with different paddling expertise

*White water**Ngā Tāheke*

- 9.6 I have planned and led a Grade 2 river session for a group of less experienced paddlers

*Sea Kayaking**Te Hoe Kōreti i te Moana*

- 9.7 I have planned and led a paddling session for a group of less experienced paddlers

Supporting Information

Mōhiotanga Tautoko



Level 1

1.1 I can behave safely in my paddling craft

Scout can demonstrate an awareness of risks in a paddling environment by staying near their group, always following the instructions of an adult, being careful of other people, and only paddling in areas that an adult has determined are safe.

Scout knows to make sure there is always an adult actively monitoring their activities.

Scout can describe the buddy system and explain how and why it is used when participating in paddling activities.

1.2 I can signal for help in the water



1.1

Scout can describe a number of ways to signal for help if they or someone else are in trouble in the water, including raising their hand, making noise to attract attention or using a whistle.

1.3 I can keep myself safe in the sun



1.3



1.3



1.2



1.7



1.3



1.3

Scout is aware of the risks of sunburn while outdoors.

Scout can describe when sunscreen should first be applied, how often sunscreen needs to be reapplied, and what factors may have an influence on this (for example, getting wet/towelling off).

Where possible, Scout chooses sunscreens that do not have a negative impact on the marine environment.

Scout knows about wearing appropriate sun hats, loose fitting shirts and use of shade to help protect them from the sun, as well as carrying a drink bottle and drinking plenty of water.



1.4 I know what clothes and shoes to wear for a paddling activity

1.4

Scout can describe what types of clothes and shoes would be appropriate for different types of boating activities.

Things to be taken into consideration should include temperature, wind, sun, time taken for clothing to dry, warmth, practicality, and appropriate footwear.



1.5 I know when to use a PFD (Personal Flotation Device) and can put one on with assistance

1.5

Scout can describe when a PFD is necessary and put one on with help from a more experienced person.



1.6 I can safely enter chest-deep water while wearing my PFD

2.2

1.6

Scout can demonstrate that they are comfortable getting in and out of water and floating while wearing their PFD.

Scout can describe ways of making themselves seen and heard.

1.7 I can demonstrate the correct way to hold my paddle

Scout can demonstrate how to hold a paddle.

1.8 I can identify a number of different types of paddling craft

Scout identify a white water kayak/canoe, sea kayak, sit on top, Canadian canoe, and paddleboard.

Scout can explain key features that are unique to different paddling craft.

1.9 I have taken part in a paddling activity afloat

Scout has experienced being out on the water participating in a paddling activity to its location.



Level 2

2.1 I can recognise things that might make it unsafe to paddle

Scout can identify hazards that might make the water unsafe to paddle in, including; adverse weather conditions, waves, debris, no swim notices, other water users.

2.2 I can put on my PFD and know how it should fit



2.1

Scout knows how to put on and properly fit a PFD which is the appropriate size.

2.3

Scout knows how to do up and undo all clips, zips, and buckles.

2.3 I know what to do if I fall out of my paddling craft

Scout can describe the key actions to take if they fall out including:

- Stay calm
- Stay with their paddling craft
- Hold on to personal equipment (e.g. your paddle)
- Make noise to get attention
- Follow the instructions of the rescuer.

2.4 I can demonstrate a forwards stroke, backwards stroke and sweep stroke

Scout can demonstrate a forward stroke, backwards stroke, and sweep strokes in their paddling craft of choice.

2.5 I can paddle 25m from point to point

Scout can move their paddling craft of choice 25m by combining their forwards stroke and sweep stroke to move in a straight(ish) line.

2.6 I can be a responsible member of my team while paddling

Scout can identify some risks that might be present on a paddling adventure and offer safety procedures to counteract them.

Scout can explain how to be a member of the team while on a paddling adventure and how their behaviour will impact the experience of others.

2.7 I have attended at least 2 paddling adventures

Scout has participated in at least 2 paddling adventures (can be on the same or different craft).



Level 3

3.1 I can be responsible for myself and aware of my surroundings while paddling

Scout is aware of the water and weather hazards they might encounter while paddling and is able to act responsibly around them.

Scout can reduce hazards by taking appropriate actions.

3.2 I know the main principles of the Water Safety Code



3.1

Scout can demonstrate an understanding of the key points of the [Water Safety Code](#):

- Be prepared
- Watch out for yourself and others
- Be aware of the dangers
- Know your limits.

3.3 I can find an appropriate PFD that is the right size and fit for me



3.6

Scout can demonstrate how to choose, check serviceability, and properly fit a PFD that is of the appropriate weight range for them and will not slip over their head.

3.4 I know the main principles of Leave No Trace



3.7

Scout can demonstrate an understanding of the key points of [Leave No Trace](#) to minimise their impact on the environment and other people while paddling.

3.5 I know what to wear when on the water

**3.3****3.5**

Scout can explain the importance of layering and correct outerwear while on the water, both in terms of getting wet and protecting from windchill.

3.6 I can demonstrate a backwards sweep stroke and stern rudder

Scout can demonstrate a backwards sweep stroke and stern rudder in their paddling craft of choice.

3.7 I can demonstrate how to raft-up my craft with others

Scout can demonstrate how they can use a range of strokes to rapidly and efficiently manoeuvre their paddling craft to form a raft with others.

3.8 I know how and when to get a forecast

**3.12****3.8**

Scout can access information from the appropriate weather forecasters in their area (both maritime and terrestrial).

Scout can explain how and when it is best to access this information.

3.9 I can tell if someone is in trouble in the water and know how to call for help

**3.11**

Scout can identify someone with one arm raised, wildly flapping their arms, gasping for air, or quietly sinking underwater and not surfacing as someone in distress.

Calling for help can be something as simple as yelling to attract attention or calling 111.

3.10 I can help others learn about paddling

Scout has helped a less experienced person learn about an aspect of their Paddling Adventure Skill and shows a willingness to share their expertise with others.



Level 4

4.1 I know about the risks of hypothermia and how to prevent it while paddling



4.1



4.1



4.13



4.1



4.1

Scout understands the risks of hypothermia and can discuss ways to prevent it, including:

- The importance of appropriate clothing, including layers, windproof gear, and non cotton fabrics
- Eating enough food and drinking water to sustain energy
- Getting into shelter and dry as soon as possible if they start to become cold
- Not participating in paddling activities if it is too cold to do so.

4.2 I know about the risks of heat exhaustion and how to prevent it while paddling



4.2



4.2



4.14



4.2



4.2

Scout understands the risks of heat exhaustion and can discuss ways to prevent it, including:

- The importance of appropriate clothing, including sun protection, and light, breathable fabrics
- Eating enough food and drinking plenty of water to prevent dehydration
- Staying out of direct sunlight where possible
- Not over exerting themselves in hot conditions.

4.3 I know what safety equipment I should bring on a paddling adventure

Scout can explain the safety equipment they should bring with them on a paddling adventure, and how each item is used.

This could include a PLB, VHF radio, first aid kit, towline, split paddle, throw bag, bilge pump, and paddle float.

4.4 I can explain the principles of “Check, Clean, Dry” for activities in different bodies of water

 **3.5**

Scout can explain why it is important to check, clean, and dry their craft and equipment before using them in different bodies of water.

4.5 I know what equipment is required for different paddling activities

Scout can explain what personal equipment is required for different paddling environments (calm sea/lake, river, surf, and urban, rural, and wilderness). This could include PFD, spray skirt, paddle, helmet, paddle jacket, clothing, and footwear.

4.6 I can explain the differences between different types of paddling craft

Scout can explain the differences between different types of paddling craft (white water, sea, Canadian canoe, and paddleboard) and where and why they might use each one.

4.7 I can explain some of the important things to consider when planning food for a paddling adventure

4.8

Scout can discuss factors to take into consideration while planning food for a paddling adventure including:

- Nutritional requirements
- Group dietary requirements
- Food weight
- How the food will be transported (and what will happen if it gets wet)
- How the food will be cooked
- Water requirements.

4.8 I can swim 20 metres in a life jacket

Scout can swim 20 metres in calm water while wearing a life jacket.

4.9 I can move my craft sideways using draw strokes

Scout can move their paddling craft at least 1 metre sideways using various draw strokes, including a draw stroke and sculling draw stroke.

4.10 I can safely exit, recover, and re-enter my craft after a capsize

Scout can demonstrate a capsize, recovery, and re-entry in their craft of choice with assistance. Preferably this includes a wet exit with a spray deck if kayaking or canoeing.

4.11 I can use brace/support strokes to right my craft after it has passed the point of capsize

Scout can demonstrate various brace strokes to prevent their craft from capsizing.

4.12 I can explain how weather conditions can affect the equipment I should take paddling with me

Scout can explain how the weather might influence the type of equipment, craft, and safety gear they would take with them on a paddling adventure.

4.13 I have participated in a paddling activity on moving water (Grade 1)

Scout has participated in a paddling event on moving water (i.e. a Grade 1 river or estuary).



Level 5

 **5.1 I understand and can apply the principles of the Water Safety Code while paddling**

Scout has an awareness of the [Water Safety Code](#) and can discuss how this can be applied while participating in paddling activities.

Scout demonstrates putting these principles into practice while on, in, and around water.

 **5.2 I can understand and can apply the principles of Leave No Trace while paddling**

 **5.5**

 **5.1**

 **5.2**

 **5.4**

Scout has an awareness of [Leave No Trace](#) principles and can discuss how this can be applied while paddling.

Scout demonstrates putting these principles into practice while paddling.

5.3 I know how to look after my paddling equipment

Scout knows to dry equipment after use and how to store and transport it so it will not get damaged.

5.4 I know what safety equipment is needed for my typical paddling adventures

Scout can list the rescue equipment required for their typical paddling adventure and can assemble their personal kit.

5.5 I can swim 20m with my craft and paddle

After a capsized scout can swim 20 metres towing their craft and paddle in calm water.

5.6 I can demonstrate a ferry glide

Scout can demonstrate how to move their craft across a current without moving downstream, including the use of rails to assist.

5.7 I know what a personal locator beacon is and how and when to use one**5.9**

Scout is familiar with a PLB and is able to discuss what happens when one is set off, how to do this, and when would be an appropriate time to use one.

5.8 I know the potential dangers of weather on a paddling adventure and how to plan accordingly**5.10**

Scout understands that the weather can change at any moment.

Scout can explain how such factors as temperature, wind speed, direction, cloud, fog, rain, flow, tide, and catchment area can affect the safety of an adventure.

Scout can discuss precautions that should be taken for these conditions, gear required, and what to do if they find themselves in an adverse weather situation.

5.9 I can help plan transport for a paddling adventure

**5.8****5.15****5.15**

Scout can actively assist the person responsible for organising transport for a paddling trip.

This should include taking into account and checking safety implications and regulations (such as driver licensing and fatigue, car registration/WOF, appropriate seating and restraints, etc).

Scout can actively assist with loading paddling craft and tying them onto the transport.

White water

Ngā Tāheke

5.10 I can demonstrate an eddy turn

Scout can explain what an eddy is and why they form.

Scout can demonstrate how to exit and enter an eddy including entering and exiting at the top and the use of rails.

5.11 I know basic paddle signals

**5.10**

Scout can demonstrate go left, go right, stop, and go.

5.12 I can access and understand the river flow information for my local paddling rivers

Scout can explain how to access the local flow/level information (whether in the field or online) and what it means for their paddling adventures.

5.13 I have completed a Grade 2 river

Scout has safely paddled a Grade 2 river.

Sea Kayaking

Te Hoe Kōreti i te Moana

5.14 I can pack my craft for an overnight trip

Scout can demonstrate how to properly pack their craft of choice for an overnight adventure, including:

- How to keep equipment dry
- How to secure equipment to ensure it is not lost in the event of a capsize
- The placement of heavy items
- The distribution of team equipment
- The accessibility of items
- The overall weight of the craft - necessary and unnecessary items
- Understanding the importance of securing hatch covers to maintain the buoyancy of front and rear compartments.

5.15 I have completed an overnight paddling adventure

Scout has attended an overnight paddling adventure.



Level 6

6.1 I know how and when to complete the appropriate safety assessments for my activities, and who I need to share them with



6.1



6.1



6.1



6.1



6.1



6.1



6.1



6.1

Scout understands the importance of communicating their plans to others and assessing the risk of any activities they undertake.

Scout has an understanding of any qualifications that must be present during their activities.

Scout is familiar with the appropriate paperwork required to complete adventurous activities, and is able to complete and communicate these within the appropriate timeframe.

6.2 I can recognise and treat hypothermia and heat exhaustion



6.2



6.2



6.4



6.2



6.2



6.3

Scout can identify the symptoms of hypothermia and heat exhaustion and explain why it is important to keep an eye out for them.

Scout can explain how to care for someone that is showing signs of hypothermia or heat exhaustion in a paddling environment.

6.3 I can assess risk and be aware of group safety while paddling



6.5



6.5

Scout understands how to use risk assessments to minimise the dangers of their paddling experience.

Scout can make informed decisions about their participation based on various factors, including equipment, weather, and skill level.

6.4 **I can demonstrate the use of “Check, Clean, Dry” in my paddling activities**



6.5
6.4

Scout has an awareness of how freshwater pests such as didymo, water weeds, and pest fish can be spread between waterways.

Scout can demonstrate how to check, clean, and dry all of their paddling equipment.

6.5 **I can explain the advantages and disadvantages of different types of equipment**

Scout can demonstrate and/or explain for all equipment used in their paddling adventures, the properties, common use, advantages, limitations, minimisation of wear, damage checking, and storage.

6.6 **I can surf my paddling craft**

Scout can demonstrate how to surf their craft on an ocean or standing wave, including using a stern rudder for steering and a brace for support.

6.7 **I can roll my kayak or canoe**

Scout can demonstrate how to C to C or sweep roll their kayak or canoe.

6.8 I am familiar with different forms of emergency



6.10



6.18

communication relevant to my craft of choice and when to use them

Scout can discuss the advantages and disadvantages of a variety of communication methods, such as satellite messengers (eg SPOT, InREACH), SAT phones, cell phones, PLBs, VHF, and flares if paddling on the sea.

Scout can choose appropriate communication methods for a variety of scenarios and explain the reasoning behind their choice.

6.9 I can recognise changing weather patterns while



6.11



6.19

paddling and review my plans accordingly

Scout can recognise temperature changes, changes in wind speed, and cloud formations.

Scout can review their plans based on these weather changes. For example, is it necessary to alter the route, turn back, choose another activity, stay put, etc.?

6.10 I can do a T rescue

Scout can demonstrate how to do a T rescue as both the rescuer and rescuee.

6.11 I can assist in a flat water rescue

Scout can assist in a simulated rescue on flat water of other people out of their paddling craft.

6.12 I can organise transport for a paddling adventure



6.14



6.11



6.24

Scout can organise suitable transport for all people, craft, food, and gear.

This should include taking into account and checking safety implications and regulations (such as driver licensing and fatigue, car registration and WOF, appropriate seating and restraints, roof racks/trailers, that craft are tied on securely, etc.).

6.13 I can teach a less experienced person about paddling

Scout can teach a less experienced person about an aspect of paddling in order to help them complete their level 4 in this skill.

After completing this activity, Scout has participated in a review.

White water Ngā Tāheke

6.14 I can identify and take steps to manage common river hazards

Scout can identify common river hazards including recirculating hydraulics, undercuts, sieves, sweepers, strainers, and entrapment features.

Scout is familiar with methods to manage, remove, and reduce the risk of these hazards.

6.15 I can demonstrate active and passive swimming techniques and have used these to swim a Grade 2 rapid

6.16 I can use the features of a rapid to manoeuvre my paddling craft

Scout can perform ferry glides, eddy turns within a rapid and utilise other features such as standing waves and holes to navigate part way down a rapid.

6.17 I can demonstrate river running strategies

Scout can demonstrate river running strategies including scouting, identifying river features and hazards, and choosing safe lines through the rapids.

6.18 I can communicate non-verbally on the river

Scout can demonstrate their familiarity with various non-verbal river communication signals including by hand, paddle, and whistle.

6.19 I can use a throwbag to rescue a swimmer

Scout can demonstrate the use of a throwbag to rescue a swimmer from a Grade 2 river environment.

*Sea Kayaking**Te Hoe Kōreti i te Moana***6.20 I can self rescue from a capsized kayak**

Scout can demonstrate how to re-enter and roll their kayak, and/or self rescue by other means including John Wayne technique and using a paddle float.



Level 7

7.1



7.1



7.1

I can take responsibility for the health and safety of my group on a paddling adventure

Scout can take the lead position on a paddling adventure and demonstrate responsible actions including checks and measures for safety.

Scout is able to take responsibility for the wellbeing and safety of their party and make appropriate preparations and judgements before and during an adventure.

7.2



7.2



7.1



7.2



7.2

I can make contingency plans for a paddling adventure, and know how and when to make the call to alter plans in unsuitable situations

Scout understands that paddling activities can be significantly impacted by adverse weather and other unforeseen circumstances including accidents.

Scout can plan in advance and discuss options for backup plans.

Scout demonstrates an understanding of when it is necessary to alter or cancel their initial plans.

Scout is familiar with current good practice guidelines and can apply these principles.

7.3



7.3



7.3

I know what procedures to follow in the case of an accident

Scout can prepare and follow a safety plan for a paddling adventure.

Scout can explain what they would do in a variety of possible emergency situations.

7.4 I am familiar with different ways to deal with a foot entrapment

Scout can discuss different ways to deal with a foot entrapment and where each would apply.



7.5 I can take responsibility for the environmental impact of my paddling adventure

Scout demonstrates an understanding of the environment in which their paddling activities occur and takes all possible measures to reduce their environmental impact in accordance with [Leave No Trace](#) principles.

This includes an awareness of the impact on the water body itself, as well as the reduction of any waste that might be taken away.



7.6 I can gain appropriate permissions for an area I am hoping to access

Scout can discuss when they might need to gain permission before accessing an area, and why it is important to gain this in advance.

Scout can explain why certain areas might not be available for public access.

Scout knows where to go to gain information and permissions.

7.7 I know what to look for when buying paddling gear

Scout can explain what features to consider when purchasing a paddling craft, PFD, paddle, and other gear and clothing relevant for a paddling adventure.

7.8 I can lead a flat water rescue

Scout can lead a rescue on flat water of three other people out of their paddling craft.

7.9 I can use a towline system

Scout can use a towline system to tow a paddling craft and unconscious swimmer (not at the same time) and be able to release the tow and roll up when upside down.

7.10 I can set up a simple 3:1 hauling system

Scout can demonstrate the creation of a 3:1 haul system and explain where it might be used.

White water

Ngā Tāheke

7.11 I have assisted in a simulated rescue on a Grade 2 river

Scout assisted in a simulated rescue on a Grade 2 river (eg. pinned boat, trapped injured swimmer, etc.).

Sea Kayaking

Te Hoe Kōreti i te Moana

7.12 I have taken part in a self supported paddling adventure of at least two nights

Scout has participated in a weekend paddling adventure of at least two nights.

After completing this activity, Scout has participated in a review.



Level 8

8.1 I am familiar with how search and rescue/coast guard operate in my paddling environment and what to do if they are required

Scout can explain how their local search and rescue or coast guard would respond to a paddling emergency, and how they can best support this process.

8.2 I can monitor the weather, tide, and water flow levels and make appropriate adjustments to my adventure

Scout can discuss what to look for in terms of safe and unsafe flows, weather, currents, and tides and how to identify changes in their environment.

Scout can explain the importance of utilising local knowledge.

Scout can make appropriate judgements on how to proceed with paddling adventures based on their observations.

8.3 I can monitor the status of my team members and know how to help a struggling team member



8.3
8.6

Scout can monitor the physical and emotional wellbeing of their team members and take measures to ensure that everyone is cared for.

Scout knows how to support a team member that is struggling in a considerate way.

8.4 I have planned and led a flat water paddling session for a younger Section

Scout has organised and led a session for less skilled youth members in order to teach them some of the skills required for Levels 1 to 4 of this skill.

After completing this activity, Scout has participated in a review.

White water

Ngā Tāheke

8.5 I can take a lead role in a simulated rescue on a Grade 2 rapid

Scout has taken a lead role in a simulated rescue on a Grade 2 river (e.g. pinned boat, trapped injured swimmer, etc.).

8.6 I have completed a Grade 3 river

Scout has safely paddled a Grade 3 river.

8.7 I have undertaken a overnight paddling adventure

Scout participated in a self sufficient overnight paddling adventure on a Grade 2 or 3 river.

After completing this activity, Scout has participated in a review.

8.8 I have planned and led a white water paddling adventure

Scout has planned and executed a paddling adventure on a Grade 2 or 3 river for a team.

After completing this activity, Scout has participated in a review.

Sea Kayaking

Te Hoe Kōreti i te Moana

8.9 I have planned and led an overnight paddling adventure

Scout has planned and led an overnight self supported paddling adventure for a team.

After completing this activity, Scout has participated in a review.



Level 9

9.1 I can constantly assess the risk of a paddling adventure and take appropriate action to ensure the safety of the party

Scout can recognise the dangers that might be present and other safety considerations for paddling adventures of various lengths.

Scout is able to adapt plans to the changing needs of their group.

Scout can create a risk management control and safety plan.



9.2 I can create an emergency management plan for a paddling adventure I am undertaking

Scout has a sound understanding of the emergencies that might occur in a paddling environment and is able to create an emergency management plan that takes into account the specific paddling environment, the needs of the group, and minimising the risk of a variety of emergencies.



9.3 I can empower others to practice active kaitiakitanga while participating in paddling experiences

Scout understands that all outdoor activities have some form of environmental impact and it is important to minimise this as much as is possible.

Scout is able to discuss best practice for minimising the environmental impact of activities while also enjoying the outdoor experience.

Scout can brief others on their adventure's sustainability practices and why it is important for everyone to look after our environment.

9.4 I have planned and led a rolling session for less skilled paddlers

Scout has organised and led a rolling session to teach less skilled youth members to roll their paddling craft.

After completing this activity, Scout has participated in a review.

9.5 I can safely plan, lead, and support a multi day paddling adventure for a group of people with different paddling expertise

Scout can create inclusive paddling adventures for a variety of people.

Scout is able to foster an environment where others can learn new paddling skills in a supported way.

White water
Ngā Tāheke

9.6 I have planned and led a Grade 2 river session for a group of less experienced paddlers

Scout has organised and led a session on a Grade 2 river for less skilled youth members in order to teach them some of the skills required for levels 5 or 6 of this skill.

After completing this activity, Scout has participated in a review.

Sea Kayaking
Te Hoe Kōreti i te Moana

9.7 I have planned and led a paddling session for a group of less experienced paddlers

Scout has organised and led a session for less skilled youth members in order to teach them some of the skills required for levels 5 or 6 of this skill.

After completing this activity, Scout has participated in a review.

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